

Perception of Teachers on In-Service Teacher Training Programmes conducted by SCERT

^aPrabha Jishtu, ^bMadhu Bala,

^aDepartment of Education, HPU Shimla, India

^bPh.D. Research Scholar Department of Education, HPU Shimla, India

Abstract

Teaching is a profession-indeed a noble one, conceptually and ideally. Teaching is an art. Teacher education means all the formal and non-formal activities and experiences that are needed to qualify a person to assume his/her responsibilities as a teacher more effectively. In- service teacher education is a programmed, systematized, needful and scientific planning with a definite purpose in view. In- service teacher education is the continuous process which contributes to the behavioural changes, development of right attitude and interests. This study is an attempt to investigate the perception of teachers on in- service teacher training programmes conducted by SCERT. A sample of 450 teachers was selected from five districts namely Shimla, Solan, Sirmaur, Bilaspur and Una of Himachal Pradesh. The questionnaire developed and standardized by the investigator her-self was used for data collection. The study shows that the in- service teacher training programmes were necessary for them. These programmes help them to update their knowledge and enhance teaching skills. The training schedule was suitable for teachers. The resource persons provided by training centre was effective and the content material covered in teacher training programme was relevant. Lecture method was frequently used by majority of resource persons followed by group discussion. Feedback was taken from all teacher trainees about training programmes by filling feedback performa. There was no follow-up mechanism taken by training centre.

Introduction

A teacher is a person who helps others to acquire knowledge, competences or values. Teacher is the maker of man. He/she is the foundation of all education. In our country, teachers have enjoyed high position in the society. Today, with the change of scenario, the role of teachers was changed. He is the national integrator, moralist, spiritualist, friend, philosopher and guide. Teachers are the most important asset of the educational system.

Teacher education is a professional preparation in pedagogy of those who want to enter the professional of teaching. Teacher education is a continuous, comprehensive and composite activity which encompasses components such as pre-service education, in-service education continuing self-learning, professional orientation and enrichment of teacher educators. The purpose of in- service teacher education is to increase the efficiency of teachers who are on jobs. In-service teacher education refers to the education a teacher receives after he has entered the teaching profession after having his education in a teachers' college. It includes all the programmes, educational, social and others, in which the teacher takes a vital part, all the extra education which he receives at different institutions by way of refresher and other professional courses, and all the travel and visits which he undertakes. In India, various commissions and committees appointed

from time to time have made certain recommendations with respect to in- service teacher education. The Secondary Education Commission (1952-53) recommended for arrangement of refresher courses, short courses in special subjects, practical training in workshops and professional conferences as a normal part of work of teacher training colleges. The Kothari Commission (1964-66) recommended that, “there is need for organization on a large scale, systematic, coordinated programme of in- service education, so that every teacher would be able to receive at least two- three months in- service training every five years of service.” The National Policy on Education (1986) placed the in- service teacher education as a continuum with pre- service. The major thrust of the policy was on Universalization of Elementary Education and teacher as principal means for implementing educational programmes.

On April 1st 1984 the SIE was reoriented into the State Council of Educational Research and Training (SCERT) on the pattern of NCERT. The principal objective of the Council is to improve the quality of school education by enriching teachers both in content as well as methodology through training and research studies.

Review of Related Literature

Kurup (1974) in the study reported that teachers look forward for enrichment of their content knowledge through in-service training courses and they are in need of more in-service education programmes. It was also recommended that an assurance of participation by more number of teachers should be taken before the organization of in-service training programme.

Raina (2005) in the study found that the in-service training programmes are effective in developing professional competencies of teachers. It was reported that in-service training programmes were found to be not effective in the areas viz., knowledge in educational technology, class management and enhancing job satisfaction.

Manhas, Garg, Charak and Gupta (2011) in the study found that 48.16 per cent of the participants expressed that their expectations were fairly met by attending the training programme; 62.97 per cent of the trainees expressed that they had developed high level of confidence after training; and 55.55 per cent of the participants felt that the training programme was highly effective. Besides, majority of the topics covered in the training programme were perceived as highly relevant and most useful by the trainees. Moreover, majority of the trainees had favourable opinion towards the training programme.

Piwowar, Thiel and Ophardt (2013) in the study revealed that teacher training programme, using lecturing, simulations (role playing and micro teaching) and mediated video circles to analyze own videotaped teaching, could succeed in improving experienced teachers’ classroom management competencies, especially student engagement. In addition, teachers reported high subjective validity for the training. They found the training well organized, educational and relevant to them personally.

Devi and Ganesan (2017) found that training and development programmes are helpful to the teachers in classroom management practice, handling students and subject understanding. These programmes also provide quality faculty and facility as per the needs of the teachers.

Objectives of the Study

- 1) To study the perceptions of senior secondary school teachers who have undergone in-service teacher training programme with respect to the following components:
 - a) Information about the programme

- b) Permission from institution
- c) Physical facilities
- d) Time Schedule
- e) Resource Person
- f) Use of Multimedia
- g) Feedback
- h) Follow up mechanism

Method and Sample

Descriptive Survey Method of research has been used. For this study, a random sample of 450 teachers was selected from the five districts of Himachal Pradesh.

Research Tool

The investigator herself developed the questionnaire for teachers. The reliability of the questionnaire was computed with the help of test- retest method.

Statistical Technique Used

The tabulated data were analyzed in terms of frequencies and percentages.

Analysis of Data

Perception of Teachers about Training Programme Mandatory, Duration of Programme and Reasons for attending Training Programmes, Authority informed about Training Programme

The responses of senior secondary school teachers regarding training programme as mandatory condition, duration of the programme, reasons for attending training programmes and authority informed about training programme are presented in table 1:-

Table 1

Responses Regarding Training Programme as Mandatory, Duration of Programme, Reasons for attending Training Programmes, Authority informed about Training Programme

Sr. No.	Statements	N	%
1.	Training programme as mandatory		
i.	Yes	450	100.00
ii.	No	--	--
2.	Duration of Training Programme		
i.	Every year	08	1.78
ii.	Once in five years	442	98.22
3.	Reasons for attending Training Programme		
i.	Compulsion for attending programme	06	1.33
ii.	To update knowledge and skills	324	72.00
iii.	Enhancing efficiency	120	26.67
4.	Authority informed about training Programme		
i.	School Principal	05	1.11
ii.	Deputy Director of Education	445	98.89
iii.	SCERT	--	--

It is evident from the table 1 that all the teachers responded that training programme was mandatory for them as per the office order delivered time to time. Furthermore, 98.22 per cent of the teachers reported that the programme were mandatory

once in five years whereas 1.78 per cent teachers stated that the programme were mandatory every year. 72.00 per cent teachers reported that these programmes updates their knowledge and skills followed by 26.67 per cent teachers reported that these programme enhance efficiency and only 1.33 per cent teachers reported that there was compulsion for attending the training programme. Furthermore, 98.89 per cent senior secondary school teachers reported that Deputy Director of Education informed them about training programme whereas only 1.11 per cent teachers stated that they were informed by School Principal about the same.

Physical Facilities

The responses of senior secondary school teachers regarding availability of physical facilities are presented in table 2:-

Table 2
Responses Regarding Availability of Physical Facilities

Sr. No.	Physical Facilities Available	N	%
1	Seating arrangements		
i.	Yes	450	100.00
ii.	No	--	--
2	Library facility		
i.	Yes	55	12.22
ii.	No	395	87.78
3	If yes, how often used		
i.	Quite often	--	--
ii.	Sometimes	--	--
iii.	Rarely	55	100.00
4.	Provision of issuing books		
i.	Yes	--	--
ii.	No	450	100.00
5	Provision of Boarding Facility		
i.	Yes	450	100.00
ii.	No	--	--
6	If yes, it is satisfactory:		
i.	To greater extent	390	86.67
ii.	To some extent	50	11.11
iii.	Not at all	10	2.22
7	If no, suggestions for improvement		
i.	Improvement in the quality of food and check should be there	07	70.00
ii.	Proper arrangements of boarding	03	30.00

The table 2 indicates that all the teachers reported that there were proper seating arrangements in the training centre for the in- service teachers. The table also shows that 87.78 per cent senior secondary school teachers reported that library facility were not available whereas 12.22 per cent teachers reported that library facility were available in the training centre but in- service teachers used the library rarely. All the teachers reported that there was no provision of issuing books from the library. The table also indicates that all the teachers stated that the provision of boarding/ lodging facilities were available to them. 86.67 per cent teachers were satisfied to greater extent whereas 11.11

per cent teachers were satisfied to some extent with the boarding/ lodging facilities which is provided to them and only 2.22 per cent teachers were not satisfied with the boarding/ lodging facilities provided to them. The teachers suggested that the quality of food should be improved and properly checked (70.00) and there should be proper arrangements for boarding/ lodging facilities for in- service teachers during training programme (30.00).

Time Schedule and Suitability of Training Schedule

The responses of senior secondary school teachers regarding time schedule of training programme and suitability of training schedule are presented in table 3:-

Table 3
Responses Regarding Time Schedule

Sr. No.	Time Schedule	N	%
1	Beginning time		
i.	10:00 am	450	100.00
ii.	11:00 am	--	--
2.	Closing time		
i.	04:00 pm	--	--
ii.	05:00 pm	450	100.00
3.	Number of hours(per period/ session)		
i.	One hour	440	97.78
ii.	One and half hour	--	--
iii.	Two hours	10	2.22
4	Total working hours		
i.	3-4 hours	10	2.22
ii.	5-6 hours	--	--
iii.	6 & above hours	440	97.78
5	Suitability of schedule for teachers		
i.	Yes	440	97.78
ii.	No	10	2.22
6.	If no, reasons for non- suitability		
i.	Tiring/ Hectic	02	20.00
ii.	Monotonous	08	80.00

The table 3 shows that hundred per cent teachers stated that the beginning time of the in- service training programme was 10:00' O clock and the closing time of the in- service training programme was 5:00 O' clock. 97.78 per cent senior secondary school teachers stated that each period/ session timing was one hour whereas 2.22 per cent teachers stated that the timing for each session was two hours. The table further depicts that 97.78 per cent teachers stated that training programme occurred 6-7 hours each day whereas 2.22 per cent teachers viewed that training programme occurred only 3-4 hours each day. Furthermore, 97.78 per cent teachers found the time schedule suitable whereas 2.22 per cent teachers reported that the time schedule was not suitable for them because the time schedule was monotonous as well as tiring/ hectic.

Resource Persons

The responses of senior secondary school teachers regarding resource persons, relevance of topics covered in in-service training programme and assessment of resource persons are presented in table 4:-

Table 4
Responses Regarding Resource Persons

N=450

Sr. No.	Resource Persons	N	%
1	Satisfied with provided resource person		
i.	Yes	450	100.00
ii.	No	--	--
2	If yes, they were		
i.	Well qualified	20	4.44
ii.	Experienced	50	11.12
iii.	Innovative	20	4.44
iv.	Knowledgeable	--	--
v.	All above	360	80.00
3	Relevancy of topics covered by resource Persons		
i.	Yes	450	100.00
ii.	No	--	--
4	Assessment of resource persons done by Teachers		
i.	Yes	420	93.34
ii.	No	30	6.66
5	Means of assessment		
i.	Filling feedback performa	420	100.00
ii.	Rating scale	--	--
iii.	Any other	--	--

The above table 4 depicts that all the teachers were satisfied with the resource persons provided to them. 80.00 per cent teachers reported that resource persons were well qualified, experienced, innovative and knowledgeable whereas 11.12 per cent teachers reported that they were experienced and 4.44 per cent teachers reported that they were well qualified and innovative. The table also depicts that all the teachers reported that the topics covered by resource persons in the training programme were relevant and according to the need of the teachers. Furthermore, 93.34 per cent senior secondary school teachers assessed the resource persons by filling the feedback performa whereas 6.66 per cent teachers did not assess the resource persons.

Teaching Methods Used by Resource Persons

The frequency of responses and the percentage pertaining to use of different teaching methods adopted by resource persons during in- service training programme for senior secondary school teachers conducted by SCERT are presented in table 5:-

Table 5
Responses Regarding Use of Teaching Methods

Teaching methods	Frequently		Sometimes		Rarely	
	N	%	N	%	N	%
Lecture method	450	100.00	--	--	--	--
Demonstration	--	--	--	--	30	6.67
Group Discussion	450	100.00	--	--	--	--

Project method	--	--	--	--	10	2.23
----------------	----	----	----	----	----	------

The table 5 exhibits that all the teachers reported that the resource persons frequently used lecture method as well as group discussion method whereas 6.67 per cent teachers reported that the resource persons used demonstration method and 2.23 per cent teachers reported that the resource person used project method rarely for teaching during training programme.

Availability and Utilisation of Teaching Aids

The information provided by in- service senior secondary school teachers, who have attended in- service training programme conducted by SCERT regarding the availability and use of teaching aids while imparting training to them are presented in table 6:-

Table 6
Responses Regarding Availability and Utilisation of Teaching Aids

Items	Availability of Teaching Aids				Utilisation of Teaching Aids/ Multi- media					
	Yes		No		Frequently		Sometimes		Rarely	
	N	%	N	%	N	%	N	%	N	%
Blackboard	450	100.00	--	--	450	100.00	--	--	--	--
Laptop	340	75.56	110	24.44	320	94.12	20	5.88	--	--
OHP	45	10.00	405	90.00	--	--	20	44.44	25	55.56
Any other	--	--	--	--	--	--	--	--	---	--

The above table 6 shows that all the teachers reported that blackboard was available in the training centre and frequently used by the resource person during training programme. 75.56 per cent teachers reported that the laptop was available in the training centre whereas 24.49 per cent teachers reported that laptop was not available in the training programme. 94.12 per cent teachers reported that laptop was used frequently whereas 5.88 per cent teachers reported that laptop was used sometimes for power point presentation. Furthermore, 10.00 per cent senior secondary school teachers reported that Over Head Projector (OHP) was available in the training centre. 55.56 per cent teachers reported that OHP was used rarely whereas 44.44 per cent teachers reported that OHP was used sometimes by the resource persons for curriculum transaction during training programme. However, 90.00 per cent teachers reported that Over Head Projector (OHP) was not available in training centre.

Feedback and Follow up Mechanism

The responses of senior secondary school teachers regarding feedback taken from teacher trainees to assess the effectiveness of the programme and follow up mechanism adopted by the training centre are presented in table 7:-

Table 7
Responses Regarding Feedback and Follow-up Mechanism

Sr. No.	Statements	N	%
1	Feedback regarding Effectiveness of Programme		
i.	Yes	450	100.00
ii.	No	--	--
2	If yes, feedback is taken on		

i.	Daily basis	30	6.67
ii.	After two days	--	--
iii.	Last day of training	420	93.33
3	Methods used for taking feedback		
i.	Filling performa	430	95.56
ii.	Demonstration	--	--
iii.	Presentation	20	4.44
4	Adoption of follow- up mechanism		
i.	Yes	03	0.67
ii.	No	447	99.33
5	If yes, time period		
i.	After six months	--	--
ii.	After one year	03	100.00
6	If no, give suggestions		
i.	Conduct further training for teachers	07	1.57
ii.	Specific training session for needy trainee	20	4.47
iii.	Provide detailed printed material	420	93.96

The table 7 shows that all the teachers said that feedback was taken from teacher trainees to assess the effectiveness of the programme. 93.33 per cent teachers reported that feedback was taken on the last day of training whereas only 6.67 per cent teachers reported that feedback was taken on daily basis. Furthermore, 95.56 per cent teachers reported that feedback was taken from them by filling performa whereas only 4.44 per cent teachers reported that presentation was one of the feedback mechanism used for taking feedback from them. The table also indicates that 99.33 per cent teachers reported that the training centre does not adopted any follow- up mechanism whereas 0.67 per cent teachers reported that the training centre adopted follow-up mechanism after one year. 93.96 per cent teachers reported that detailed printed material should be provided to them whereas 4.47 per cent teachers reported that there should be specific training session for needy trainees and 01.57 per cent teachers reported that training centre should conduct further training for teachers.

Conclusions:

The findings of the study suggested that in- service teacher training programmes were mandatory for them once in five years. Majority of the teachers reported that these programmes help them to update their knowledge and enhance teaching skills. The findings also indicates that majority of the teachers were informed by Deputy Director of Education about the in- service training programme. Majority of the in- service senior secondary school teachers found training schedule suitable during in-service training programme and very few teachers found training schedule monotonous and hectic. All the teachers were satisfied with the resource persons provided by training centre and reported that the content material covered in teacher training programme was relevant. All of senior secondary school teachers assessed the resource persons by filling up feedback performa. Lecture method was frequently used by majority of resource persons followed by group discussion. Feedback was taken from all teacher trainees about training programmes by filling feedback performa. There was no follow-up mechanism taken by training centre.

References:

- Anand, C. L. (1988). **Aspects of Teacher Education**. New Delhi: S. Chand and Company, 15-18,21-22.
- Devi, R. Vimla and Ganesan, Dr. D. (2017). A Study on the Training and Development Programmes of Teachers of Arts and Science Colleges in Chennai City. **Zenith International Journal of Multidisciplinary Research**, 7 (2), 82-92.
- Education and National Development (1964-66). **Report of Education Commission**. New Delhi: NCERT, 152.
- Gardner, R. (1994). On- Service Teacher Education. In **Second International Encyclopedia of Education**, Pergamon Press, 5978.
- Good, C.V (1963). **Introduction to Educational Research**. New York: Appleton Century Crofts.
- Kurup, A. (1974). Opinion of English teachers in secondary schools on effect of in-service education. **Unpublished M.Ed. Dissertation**. University of Kerala.
- Manhas, J. S., Garg, S., Charak, A. S. and Gupta, L. (2011). Assessment of Impact of Adult Trainers' Training Programme on Watershed Management. **Indian Journal of Adult Education**, 72 (2), 51-61.
- Piwowar, Valentina, Thiel, Felicitas & Ophardt, Diemut (2013). Training In-service Teachers' Competencies in Classroom Management: A Quasi-Experimental Study with Teachers of Secondary Schools. **Teacher and Teacher Education: An International Journal of Research and Studies**, 30, 1-12.
- Raina, M.S.P. (2005). Opinion of Secondary School Teachers on the Effectiveness of In-service Training Programmes in Enhancing Professional Competency. **Unpublished M.Ed. Dissertation**, University of Calicut.
- Thorat, S. (2007). Teachers' Role and Commitment to Higher Education. **Anweshika: Indian Journal of Teacher Education**, 4 (2), 106-112.